

Outline and Notes

I. Introduction

A. Congratulations on the new organization

- Much accomplished
- Urgency because for each student is important

B. Report on meeting of information literacy experts in Prague this week

- Meeting outcomes
- Underlining success issues
- Implications for this meeting

C. Focus for today's remarks

- As work toward goal of this allowing all students to become information literate
be careful not to set our sights too low
 - In particular, do not settle on becoming just a teacher
- What is the goal:
 - All students should acquire agreed upon information literacy abilities by graduation
 - Need to define learning objectives
 - Get campus buy-in
 - Access results

- Seems attractive:
 - 1st class campus member
 - Students may take information literacy matters more seriously
- Why is that not enough?
 - Traditional faculty model is out of date
 - Even being a good faculty is not enough to accomplish goal
- To accomplish the above, librarians collectively on a campus must become facilitators of learning as well as develop and maintain a series of partnerships and supporting roles, both on and off campus.

D. (tentative) **Showing of E-literacy video**

II. Facilitators of Learning

A. Distinguish between what is taught and what is learned

B. Build into curriculum

- General education
- Majors
- Graduate level

C. Assessment programs

III. Essential Supporting Roles

A. Partnerships

- Library Faculty
 - Classroom faculty
 - Faculty development officers
 - Fellow for center
 - ICT Literacy
 - Writing across curriculum
 - Plagerism
- Library Administrators

B. Entrepreneurs

- Address campus priorities
 - Freshmen experience
 - Success center
 - Student retention
 - Honors program
 - International students
 - Distant education students
- Unique opportunities

C. **Educational leaders** (ACRL: Every Librarian a Leader)

- Coordinated approach
- Program
- Campus
- System
- National
 - Higher education
 - Discipline organizations

D. **Student Advisors:** (concept change) Move from focusing on information literacy programs to creating a continuum of learning opportunities from which students may extract what they require to become information literate; make sure the whole is understood by students.

IV. Working Smart

- Institutionalize
- Standardize
- Offer supplementary support
- Assess
- Advertise/Advertise/Advertise